**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Students may have a difficult time transferring the information from their data to their graph. They may also struggle with reading the information on the graph. An important piece of this lesson will be to constantly be moving around the classroom watching students for these difficulties as they are working and coaching (asking questions) the students through their tasks. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| -Begin by using the Problem of the Day.  -Ask students which activity the most kids liked? Which one do the fewest like?  -Follow up each question with “how do you know that?”  -Encourage students to discuss their reasoning with a partner. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| * Review the words greater then, less than, and equal to. * Ask the class to brainstorm out loud all the things they know about graphs. * When they use graphing terms, stop and quickly review their meanings. * Record their answers on the board to refer back to during the lesson. * Explain to the kids that they will be using a graph today to solve a problem. | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Use “Additional Activity” from enVision. Pg. 302A  -Guide activity by doing first on your document camera.  -Ask students which type of pasta has the greater amount. Ask them how they knew that. Ask how many more that type of pasta has than the other. Have them discuss these questions in their small groups. Wander around the groups and listen to their responses. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| * Use the enVision online learning animation to pose the problem. * As you go through the animation as a whole group, take advantage of the questions posed in the animation, as well as your own higher order questions to engage students. * Take advantage of the active engagement strategies (i.e. thumbs up thumbs down, choral responses, holding up fingers, pair shares, etc.) to make sure all students are engaged in the math conversations. |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| -Give students the Leveled Homework practice pages based on where they were understanding (use your observations to determine)  (p. 302C) |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| -Use the homework pages for assessment as well as your observations. |